* McGee, L. & Morrow, L. (2005). *Teaching literacy in kindergarten*. New York: Guilford Press.

In this instructional reference book, it describes Kindergarten as a time for playful and enriching learning activities that support children's literacy emergence while also enhancing their social and cognitive development. In this book it describes whole-class and small group strategies for helping children acquire concepts about print and the alphabet, build phonological and phonemic awareness, learn to read sight words, develop their listening comprehension and writing abilities, and much more.

* Pinnell, G. & Fountas, I. (2009). *When readers struggle*. Portsmouth, NH: Heinemann.

This book is a resource on struggling readers. It is filled with specific teaching ideas for helping children in kindergarten through Grade 3 who are having difficulty in reading and writing. The goal is to have students to think and behave like effective readers who not only solve words skillfully but comprehend deeply and read fluently. In order for this to happen, they need to be placed in situations in which they can succeed and then provide powerful teaching. Gay Su Pinnell and Irene Fountas offer numerous examples and descriptions of instruction that can help initially struggling readers become strategic readers.

* Fountas, I. & Pinnell, G. (2006). *Teaching for comprehending and fluency*. Portsmouth, NH: Heinemann.

*Taching for Comprehending and Fluency,* offers a complete picture of how to skillfully teach meaning making and fluency within any instructional context. *Teaching for Comprehending and Fluency,* supports with frameworks for high-quality instruction that describe appropriate expectations for comprehending, fluency, and vocabulary development. Fountas and Pinnell offers teaching and assessment frames that will give you a firm understanding of your students' reading levels: where they are, where they should be, and what they need to do to get there—for any reader, in any grade, at any moment.

* Pinnell, G. & Fountas, I. (2011). *The continuum of literacy learning, grades PreK-2*. Portsmouth, NH: Heinemann.

The Literacy Continuum provides a way to look for specific evidence of learning from prekindergarten through grade eight, and across eight instructional contexts. Each instructional context contributes greatly, in different but corresponding ways, to students’ development of the literacy process. With this literacy tool, Fountas and Pinnell helps us understand The Literacy Continuum’s critical role in transforming literacy teaching and learning.

* Ankrum, J., Genest, M., &amp; Belcastro, E. (2014). The Power of Verbal Scaffolding: “ShowingBeginning Readers How to Use Reading Strategies. Early Childhood Education Journal,, 42, 39-47. Retrieved from <http://onesearch.cuny.edu/primo_library/libweb/action/display>.

In a classroom setting, the term “scaffolding” or “refers to the guidance and support a teacher offers a student when the student is learning new content. This technique is ever-present in classroom teaching. It can also be incorporated within the assessment process as a means of identifying instructional needs. One way to do it is to ask students a question and provide instructional scaffolding if they struggle. For example, an initial spelling question might require students to spell a word. If students are unable to complete the task independently, the question can be reframed with scaffolding by giving them a choice of four spellings and asking them to identify the correct one. This technique can be applied as part of authentic classroom assessment, in a 1:1 setting, or as part of a computer-based assessment.